


Backwards Planning:

From Standards to Curriculum

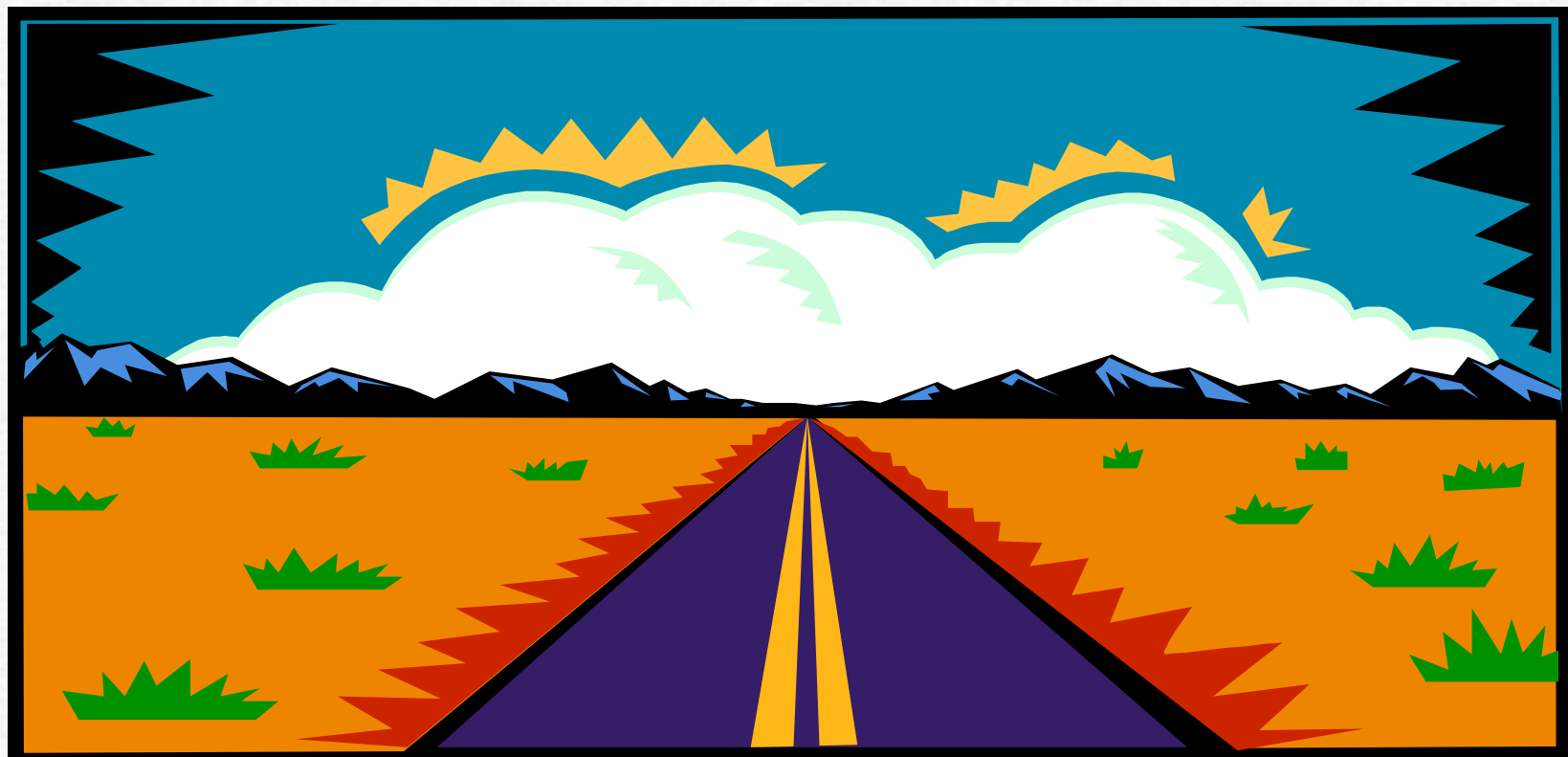


Backwards Planning:



- A process for planning instruction that puts the learning needs of the students first,
- Has a focus on Standards, and
- Ensures alignment of teaching and assessment.

Begin With the End in Mind



Thoroughly Understand the Standards

- ☛ Carefully read each Standard – don't forget the Historical and Social Sciences Analysis Skills!
- ☛ Analyze the meaning and/or intent of each standard.
- ☛ Determine if there is any prerequisite knowledge required of the students.

Developing Assessments: Questions to Ask

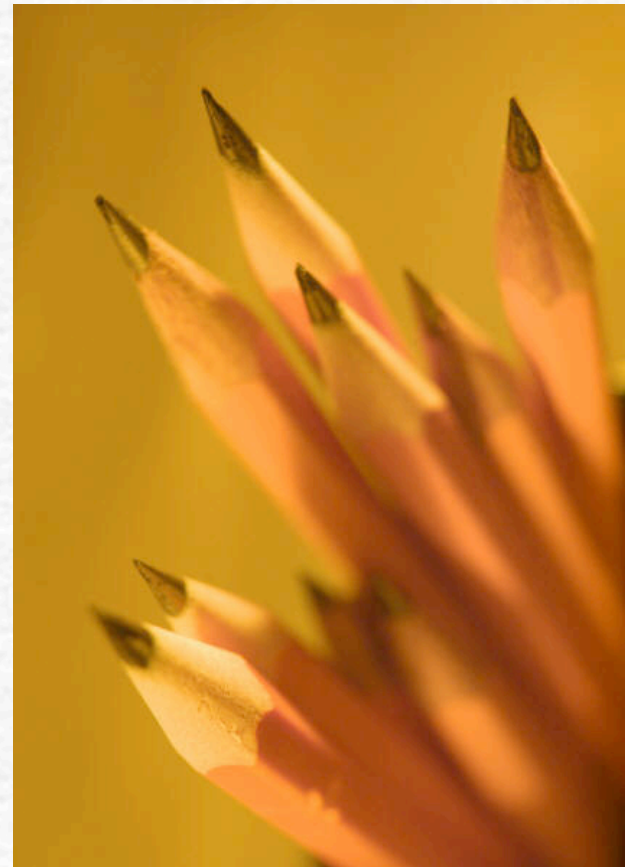
- What do my students need to know and understand to be able to meet this standard?
- What patterns of reasoning must my students master to be ready to meet this standard?
- What performance skills, if any, must my students have mastered in order to be ready to meet this standard?
- What product design and development capabilities must my students have mastered in order to be ready to meet this standard?

Know Your Assessment Options

- There are 6 different types of classroom assessment.
- Each has strengths and weaknesses in different testing situations.
- “Assessment Literacy” is knowing when to use each kind of assessment appropriately

Six Types of Assessment

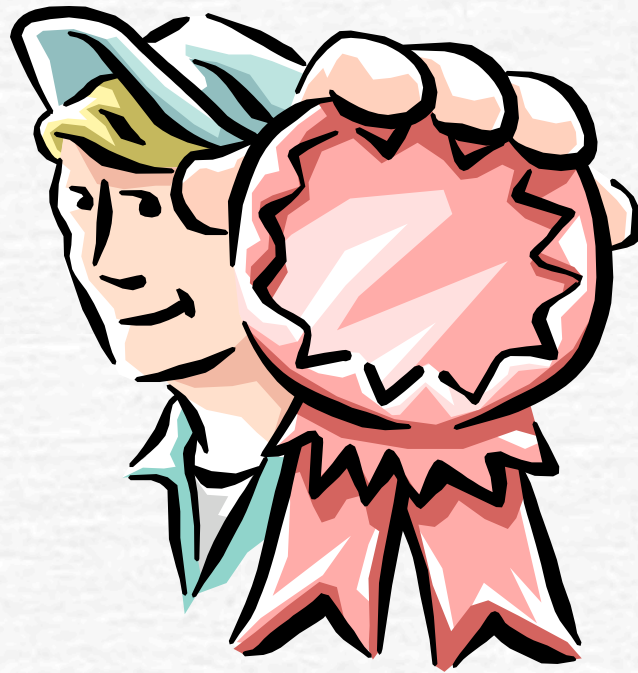
- Selected Response/Forced Choice
- Essay
- Short, Constructed Response
- Oral Response/Report
- Performance Tasks & Portfolios
- Informal Observation/Personal Communication



Choose the Best Method for Your Needs

SPECIFIED TARGET	Selected Response	Essay	Performance	Personal Communications
Knowledge Mastery	Can sample mastery of elements of declarative knowledge	Can tap understanding of relationships among elements of declarative knowledge	Not a good choice for this target	Can ask questions, evaluate answers and infer mastery – time-consuming option
Reasoning Proficiency	Can assess understanding of basic patterns of reasoning	Descriptions of complex problem solutions can provide window into reasoning	Can watch students solve problems and infer about reasoning proficiency	Can ask students to “think aloud” or ask questions to probe reasoning
Performance Skills	Can assess mastery of underlying knowledge – cannot judge the skill itself	Can assess mastery of underlying knowledge – cannot judge the skill itself	Can observe and evaluate procedural knowledge skills as they are performed	Strong match when skill is oral communication proficiency
Ability to Create Products	Can assess mastery of underlying knowledge – cannot judge the quality of the product	Can assess mastery of underlying knowledge – cannot judge the quality of the product	A strong match to assess: (a) proficiency in carrying out steps, (b) attributes of product itself	Can probe procedural and knowledge of attributes of quality products – not product quality

What can students *do* to
demonstrate that they have
mastered the standard(s)?





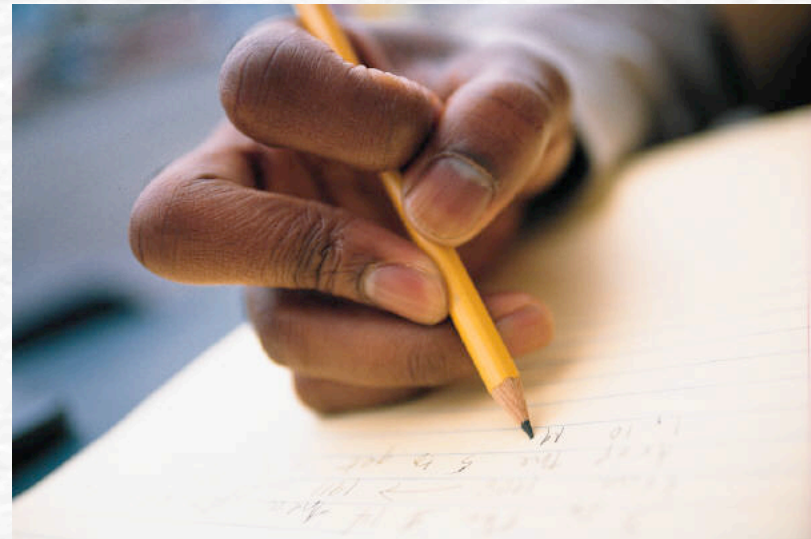
TIP:

Use the language of
the *Standards* in the
assessment!



How will you evaluate the quality of the students' work?

- Rubrics
- Percentage Correct
- Checklists



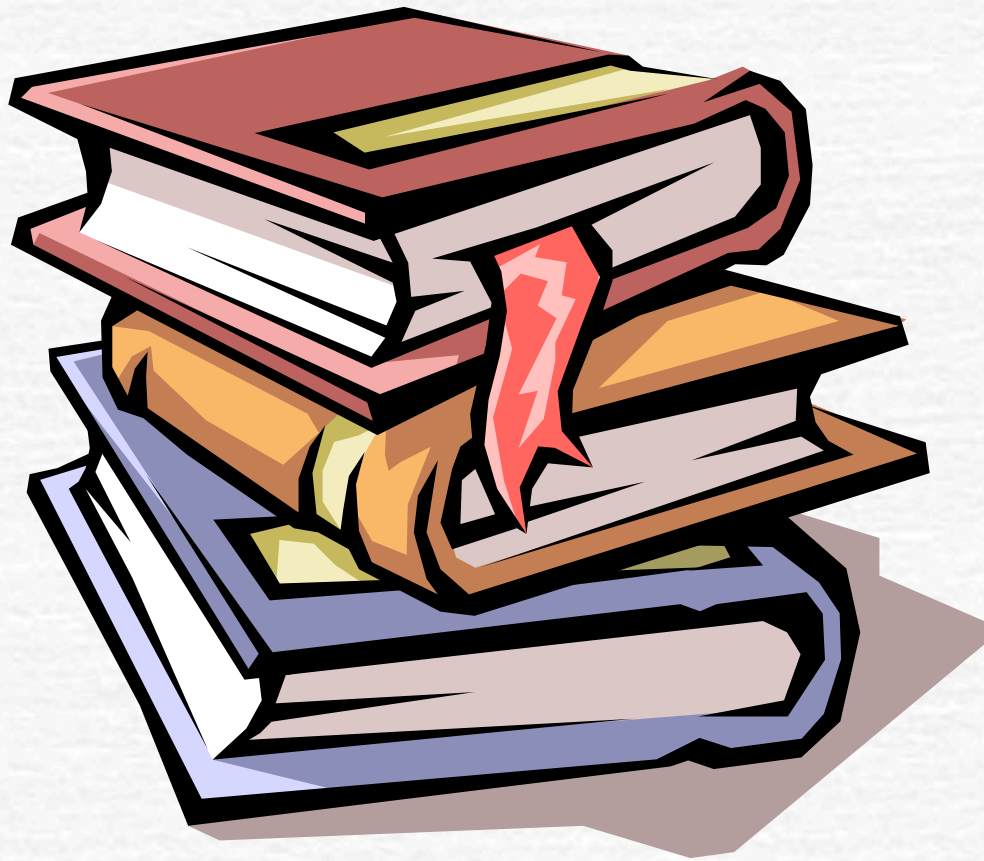
Analysis of Standards and
Selection of Assessment need
to be done **BEFORE** any
classroom activities are
chosen!



A well-designed assessment guides the selection of daily activities.

- Include any activities that will help the students and give them the tools to successfully complete the assessment.
- Omit any activities that will distract the students from the main ideas you want them to understand – no matter how much you like the activity!

Assemble any resources you
need to teach the unit.



**When you plan with your
destination clearly in mind, your
journey -- and that of your
students -- will be much
smoother.**

